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ABSTRACT

This book introduces the latest theories about second-language acquisition and tested teaching approaches and practices for use in elementary schools. It is intended for all educators interested in adapting their skills to help recently-arrived immigrants, students born in Canada, and students for whom a lack of English skills may be delaying learning in regular classrooms. The early chapters provide background information on key aspects of second language acquisition. These include factors affecting the rate and amount of English language skills that non-native-speaking immigrants learn, the role of the first language in second language learning, the characteristics of specific language teaching methods, and the relationship between talking and learning. Later chapters discuss classroom techniques and procedures in programming for diversity, including active learning, integration of language and content learning, publishing student-created materials, and cooperative learning. One chapter addresses the special needs of newly-arrived immigrants and the strategies to meet these needs. The final chapter looks at how curricula can be developed to reflect a global, multicultural perspective. An extensive bibliography and blackline masters for teacher checklists and instructional materials are appended. (MSE)

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